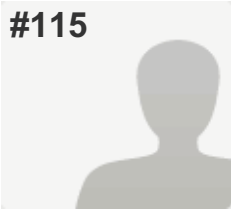


#115

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, September 13, 2016 12:46:18 PM**Last Modified:** Friday, September 16, 2016 8:57:45 AM**Time Spent:** Over a day**IP Address:** 173.18.57.162

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Q1: Name of School District:	West Branch Community School District
Q2: Name of Superintendent	Kevin Hatfield
Q3: Person Completing this Report	Kevin Hatfield

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Q4: 1a.Local TLC Goal

Data regarding the percentage of teachers retained during the 2015-2017 school years will be kept and compared to teacher retention data (baseline data) from 2010-2014.

Q5: 1b. To what extent has this goalbeen met?

(no label)

Not At All

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Retention Data:

2013-2014 = 80.2%

2014-2015 = 89%

2015-2016 = 85% (first year of TLC)

We have had a number of high school teachers retire (7 in last three years and we have replaced 6) We have also experienced a high number of teachers at our high school level leaving to take positions at Prairie, Iowa City and in Cedar Rapids where salary and benefits are higher and it is the location of their family home/s.

Q7: 2a.Local TLC Goal

2a. Local TLC Goal = #4

During the 2015-2016 school year, all career teachers will have received feedback and meaningful professional development through our TLC plan.

Q8: 2b. To what extent has this goalbeen met?

(no label)

Fully Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

During the 2015-2016 school year, all WBCSD career teachers received meaningful professional development facilitated by our TLC coaches on topics such as: quality assessments and student feedback, project-based learning, research based literacy strategies, technology implementation and social-emotional learning.

Additionally, 87% of WBCSD career teachers received direct, individual support and feedback from a TLC instructional coach. Our coaches worked with teachers in the areas of data and assessments, STEAM, and literacy.

Q10: 3a. Local TLC Goal

Local TLC Goal = #2 and #3

By June 2015, West Branch CSD will have a fully functioning career opportunity and compensation plan in place.

Twenty-five percent (17) of the teaching staff will have been selected to our teacher leadership roles.

By June 2015, the district will have in place and begin utilizing the talents of three full release instructional coaches.

The district will implement focused professional development work and preparations for the 2015-2016 school year.

The district anticipates having seventeen to twenty stipend leadership roles in place by August 2015

Q11: 3b. To what extent has this goal been met?

(no label)

Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The West Branch CSD had a total of 23 leadership roles filled by August 2015: 3 full release instructional coaches, 12 Building Leadership Team stipend roles, six District Technology Committee stipend role members, and two district Social Emotional Learning stipend roles. These 23 positions included 20 unique teachers. This represents 32% of our district FTE for 2015-2016. (23/71 FTE)

Q13: 4a. Local TLC Goal

Local TLC goal = #1

Student achievement and building behavior support information will demonstrate positive trend lines during the 2015-2017 school years when compared to biennium data from 2012-2014 school years.

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

District Student Achievement Key Indicators

District Achievement & Building Climate Improvement Targets

SIAC / Administrative established October, 2014

Iowa DE Attendance Center Rankings (ACR) will become embedded in this report

The Attendance Center Ranking (ACR) requirements were established by House File (HF) 215 of the 2013 legislative session. Section 73 of HF 215 required the Iowa Department of Education to develop a school performance system and report card for all attendance centers. The goal of this legislation is to establish specific performance goals and evaluate the effectiveness of each attendance center toward meeting these outcomes.

Hoover Report Card:

<http://reports.educateiowa.gov/schoolreportcard/home/reportcard?yr=2015&sch=69300409&type=elementary>
(Acceptable)

West Branch Middle School Report Card: <http://reports.educateiowa.gov/schoolreportcard/home/reportcard?yr=2015&sch=69300209&type=middlen> (Acceptable)

West Branch High School Report Card:

<http://reports.educateiowa.gov/schoolreportcard/home/reportcard?yr=2015&sch=69300109&type=high> (High)

Impact of TLC Plan - 2015-2016

- By 2017, 100% of students will exit 3rd grade reading on grade level as measured by FAST. Summer programming will be in place for any student not reaching this target.

Baseline: Using 2014 spring FAST data is 65% of students.

Baseline: Using year-end report card standards for 2014 is 67% of students

Baseline: Using spring 2014 MAP is 79% of students.

Data Source(s)

Spring FAST CBM

2013 – 2014 (Baseline) = 65%

2014 - 2015 = 73%,

2015 - 2016 = 63%

2016-2017 =

aReading

2014 - 2015 = 77%

2015 - 2016 = 64%

Report Card

Standards

2013 - 2014 = 67%

2014 - 2015 = 84%

2015 - 2016 = 61%

Spring MAP

2013 - 2014 = 79%

2014 - 2015 = 83%

2015 - 2016 = 75%

- By 2016, 100% of adequate yearly progress (AYP) proficiency targets (as established by the Iowa Department of Education) will be met for students in grades 3-11 as measured by the reading, math and science Iowa Assessments.

Baseline: In 2014, the district met 7/9 AYP proficiency targets (78%).

- By 2015 and each proceeding year, 85% of all students K-4 will meet the grade level target as measured by FAST, receiving universal core instruction. 100% of students not meeting the FAST grade level target will receive a research based instructional intervention.

Baseline: Spring 2014--56%, fall 2014 - 63%

FAST - (Baseline) 2013 – 2014 = 56%

2014 - 2015 = 70%

2015 - 2016 = 66%

2016 - 2017 = 75%

- The triennium average of Mean RIT scores for each grade level will be greater than the national norm in Math according to the MAP assessment.

Baseline: (Mathematics, spring, 2014)

- The triennium average of Mean RIT scores for each grade level will be greater than the national norm in Reading according to the MAP assessment.

Baseline: (Reading, spring 2014)

- By 2016, 100% of teachers will use the four Professional Learning Community (PLC) questions to analyze student achievement data:

- o What do we expect our students to learn? (standard)

- o How will we know if they have learned it? (evidence)

- o How will we respond when they don't learn? (intervention)

- o How will we respond if they already know it? (intervention)

Baseline: District administration will lead and monitor for 100% fidelity regarding common PLC implementation. The district is using 2013, 2014 and 2015 to train staff and define PLC protocols and processes.

- By 2019, the district will reduce missed hours of instructional time due to disruptive behavior by 50% by reducing 10% each year

Impact of TLC Plan - 2015-2016

each year.

Baseline: Teacher / Instructional Time Lost:

Building 2012-2013 2013-2014 Target: Desired 10% reduction spring 2015 2014-2015

Lost Instructional Time

Hoover Elem. 1620 3450 (3105) 2810

WBMS *360 900 (810) 790

WBHS 5040 4500 (4050) 3850

Total 7020 8850 (7965) 7490

• By 2019, the district will reduce office referrals by 15% (annual benchmark of 3-5% reduction). The GWAEA Behavior Management DE Report will be the source for this data.

Baseline: Number of Office Referrals:

Building 2012-2013 2013-2014 Target: Desired 10% reduction Spring 2015 2014-2015

Office Referrals

Hoover Elem. 54 115 (102)

WBMS *12 30 (27)

WBHS 168 150 (135)

Total 234 295 (265)

• The West Branch Community School District will increase graduation rates (using 4 year & 5 year state calculations) to 98-100 % for 4 year and 98-100% for 5 year students using 2015, 2016 and 2017 graduation rate percentages.

Baseline: Three year average using 2012, 2013 and 2014 are:

o 4 Year Cohorts 97.6 %

o 5 Year Cohorts 96.7%

• The West Branch Community Schools will increase our five year ACT Composite average from 22.2 to 23.5 by 2017.

Baseline: The district's 2014 ACT Composite was 21.4 while the 2014 state average is 22.0. The highest WBHS ACT Composite average for the past five years was the class of 2011 at 23.3.

• The West Branch Community School will increase the number of students "college ready" by 10% by 2017, using ACT College-Readiness data.

Baseline: 27% of the Class of 2014 who took the ACT met ACT's college readiness definition while the state average was 31%.

• The West Branch Community School District will improve the overall percentage sub-group students (including females) enrolled in CTE and PLTW / STEM courses will increase by 10% by the 2017 school year.

Baseline: 2014 Course enrollment data

• Project Lead The Way/ STEM: Total 31 enrolled, 4F, 27M, 4 CTE strands

• Health Careers: Total 10 enrolled 8F, 2M

• FCS: Total 16 enrolled 14F, 2M

• Industrial Technology: Total 23 enrolled 1F 22M

• Agriculture Education: Total 64 enrolled 29F 35M

• The West Branch Community School District will track trend line data regarding Senior Exit Survey responses, as well as the responses of Postgraduate WBCSD survey perceptions of students regarding of the career and post-secondary education plans and preparation they received while attending our district.

Baseline:

Key / Lead Survey Indicators Senior Exit Survey

*Multiple choices allowed may not = 100%

Survey Question –

Current Status? Senior Exit 2013(63) Senior Exit 2014 (67) Senior Exit 2015 (63)

4 Year 63.49 40.30 37.0

2 Year 33.33 44.78 42.1

Voc / Tech 0 0 0

Full-time 4.76 10.45 7.76

Part-time 11.11 14.93 10.1

Apprenticeship / Internship 0 0 1

Military 6.25 0 2

Other 0 0 0

No Response 0 0 0

Key / Lead Survey Indicators Postgraduate Data

*Multiple choices allowed may not = 100%

Survey Question –

Current Status? Postgraduate 2011

(20 responses) Postgraduate 2012

(16 responses) Postgraduate 2013

(N)

4 Year 83.33 45.83

2 Year 29.17 22.50

Voc / Tech 0 0

Full-time 29.17 16.67

Part-time 45.83 37.5

Apprenticeship / Internship 6.0 0

Military 0 0

Other 0 0

No Response 0 0

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Local TLC goal = #6

Survey data regarding the effectiveness of full release and stipend positions will be kept and analyzed by select TLC Planning Committee team members.

Q17: 5b. To what extent has this goal been met?

(no label)

Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

[https://docs.google.com/a/west-](https://docs.google.com/a/west-branch.k12.ia.us/forms/d/1LF7IVKjPICOqcEx3Q1ZzxNiW_A_AshlXBQEyouw5HWY/edit#responses)

[branch.k12.ia.us/forms/d/1LF7IVKjPICOqcEx3Q1ZzxNiW_A_AshlXBQEyouw5HWY/edit#responses](https://docs.google.com/a/west-branch.k12.ia.us/forms/d/1LF7IVKjPICOqcEx3Q1ZzxNiW_A_AshlXBQEyouw5HWY/edit#responses))

The End of Year Survey was distributed in May 2016. The data showed:

84% of staff reported that the TLC coaches promoted collaboration.

77% of staff reported that the TLC coaches promoted reflection, curiosity and persistence.

85% of staff reported that the TLC coaches promoted the implementation of effective teaching practices.

79% of staff reported that the TLC plan rewarded professional growth.

71% of staff reported that the TLC plan impacted student achievement.

100% of staff reported that the full release coaches were readily available.

89% of staff reported that they met with a full release coach regularly.

For the stipend roles, the results were less consistent.

54% of staff reported seeing how the Building Leadership Team members analyzed building data and reported it out to staff.

53% of staff reported seeing how the BLT members designed and delivered professional development.

50% of staff reported seeing how the Technology Committee members designed and delivered professional development.

54% of staff reported seeing how the Technology Committee members prepared for the district adoption of Chromebooks and iPads for the district 1:1 initiative.

54% of staff reported seeing the Social Emotional Learning stipend roles designed and delivered professional development.

Impact of TLC Plan - 2015-2016

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

The West Branch Community School District's TLC Plan Evaluation Committee has identified the following areas for improvement or adjustment:

We have added a Lead Instructional Coach stipend to assist the District with the assessment of our "technology leader" roles. The tech assistant roles seem to be having difficulty meeting the expressed job description from a time and effectiveness perspective. The Lead Instructional Coach will work with all stipend TLC roles directly this year to provide assistance and input to the TLC Plan Evaluation Team.

The District expected to spend more on Induction Coaches last year, as we once had three involved in the i3 Grant through the GWAEA. This year, none of our staff members are part of the i3 Grant leadership team. We will adjust our TLC budget accordingly.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

The TLC plan has dramatically increased the frequency and number of conversations around great instruction, the use of data to inform instruction, professional resource attainment and more direct conversations about the WBCSD's strategic initiatives and plans.

As we begin our 2nd year, we have already noticed the professional relationship and use of TLC staff for deep questions and support around instruction is truly taking place.

We have three outstanding instructional coaches. At the end of our first year, our coaches held an TLC Sharing Conference for regional school district about to begin their first year. (Year 3 school districts) Dr. Ryan Wise and Director Becky Slater attended this conference at WBHS. We continue to have follow-up communications with principals and staff members from these schools.

Kevin Hatfield, Superintendent of Schools

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.